**English II Unit Project: Who am I if I am not Me?**

Cumulative Project: 100 pts.

**1.) Narrative**

We have spent some time learning about several different characters and real life authors who have struggled with their own identity and culture. Compose a personal narrative about a time when you felt alienated or perhaps acted in such a way that made someone else feel this way. Describe how this situation affected the way that you feel about your own cultural identity.

You can choose to write this narrative in either 1st or 2nd person Point of View. As you decide this and other aspects of the essay, e.g., word choice, sensory details, symbols, and metaphors, think about who you want your audience to be (could be your classmates, a teen audience, or perhaps another audience that you have in mind). What information will they need and how they will need that information presented in order to effectively understand your authorial perspective and perhaps even identify with one or more of the characters.

**Specifications:**

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| MLA Format | * 1 inch margins on top, bottom, and both sides of paper * Page number and your surname in upper right hand as a running header * Your full name, my name, English II – 7, the completion date, and word count in the upper left hand corner. * Double spaced * Typed: 12 pt New Times Roman font * No citations will be require |
| Word Count | 250 - 500 words (roughly 2 pages typed and double spaced in MLA format). You may write more than 500 words, but please keep in mind that your essay is purposefully crafted. |
| Body Paragraphs | Please respond to the question prompts that are listed below in your essay:   1. Who was involved? What defining characteristics could you use to describe them? What was your relationship to them? 2. Setting: When/where did the event take place? Was it in one place or several? Use your brush strokes to make those details pop! ☺ 3. How did you feel about what happened? Why? 4. How did the other person/people act? Why do you think this? 5. How did you react? 6. What would you have done differently or wish had been done differently by someone else? 7. Has this affected the way that you see yourself? If so, how/why? 8. How has this affected/strengthened the way you feel like you fit into your culture? In what ways has this occurred? |

**2.) Creative Interpretation**

Create and present an artistic representation of some aspect of your cultural identity. This project will help each of us gain a deeper understanding of our culture and how it affects us as individuals, as well as those around us!

**Examples:**

Possible modalities that you might use are: a drawing, painting, sculpture, mask, song performance, newspaper clipping, performance, dance, traditional food dish, digital slide show or movie scene, or photographic representation

Remember, our cultural identity is not limited to where we live. Our culture is made up of many aspects of our lives. In fact, we each have many cultures that make up our cultural identity. Below are a few of the things that make up who we are as individuals: home & family, work, school, religion, ethnicity, gender, friends, love, hobbies, age, interests, politics, language(s), community, and traditions.

**Important Dates:**

11/12/2014: Bring list of topic ideas

11/14/2014: Bring 1st Draft to class for workshop & Conference with me about your project idea

11/21/2014: Bring Edited Draft to class for typing (Library Day)

11/26/2014: Due: Final Narrative Essay Draft and Project for Gallery Walk

**Point Values**

40 pts - Narrative Essay

40 pts - Project

20 pts - Participation and Preparation

**Please attach pages 3 and 4 to the back of your narrative essay.**

**Rubric (Narrative Essay) 50pts**

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Workshop Participation** | Completed rough draft provided for all workshops. Provides feedback and/or edits for peers. | Completed rough draft brought on some due dates. Provides feedback and/or edits for peers. | Provides feedback and/or edits for peer, but own rough draft was not ready for editing. | Rough draft not ready for editing and did not participate in reviewing draft of peer. |
| **Originality** | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people\'s ideas (giving them credit), but there is little evidence of original thinking. | Uses other people\'s ideas, but does not give them credit. |
| **Mechanics** | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |
| **Requirements** | All MLA requirements are met. | One MLA requirement was not met completely. | More than one MLA requirement was not completely met. | MLA format does not exist. |

**Rubric (Performance Project) 50pts**

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| CATEGORY | **4** | **3** | **2** | **1** | **Score** |
| **Creativity** | Totally original design, no element is an exact copy of designs seen in source material. | Most of the mask elements are unique, but 1 element may be copied from source material. | Some aspects of the mask are unique, but several elements are copied from source materials or other students. | The mask is a copy of a mask seen in source material or one made by another student (80% or more of elements are copied). | The Student did not produce a mask. |
| **Time and Effort** | Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school. | Class time was used wisely. Student could have put in more time and effort at home. | Class time was not always used wisely, but student did do some additional work at home. | Class time was not used wisely and the student put in very little effort. | The student did not participate in work time. |
| **Knowledge about Culture/Story** | The student can answer 3 questions correctly about how the project relates to the culture or story being studied. | The student can answer 2 questions correctly about how the project relates to the culture or story being studied. | The student can answer 1 question correctly about how the project relates to the culture or story being studied. | The student does not understand how the project relates to the culture or story being studied. | Student does not have a project to present at gallery walk. |

Work Cited:

Allen, J. (2004). Tools for teaching content literacy. Portland, Me: Stenhouse Publishers.

Bomer, R. (2011). Building adolescent literacy in today's English classrooms. Portsmouth, NH: Heinemann.

Cole, P. B. (2009). Young adult literature in the 21st century. Boston: McGraw-Hill Higher Education.

Noden, H. R. (2011). Image grammar: Teaching grammar as part of the writing process. Portsmouth, NH: Heinemann.

Smagorinsky, P. (2008). Teaching English by design: How to create and carry out instructional units. Portsmouth, NH: Heinemann.